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# THE FEDERAL MAGAZINE.

AND

"THE 'ALL-RED' MAIL."

Monthly Record of The League of the Empire, with which is incorporated  
The Overseas League, and of The Imperial Education Trust.

EDITED BY E. M. ORD MARSHALL.

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## THE NEW IDEAL IN EDUCATION.

By FATHER NICHOLAI VELIMIROVIC, Ph.D.

If we do not want war we must look to the children. There is the only hope and the only wise starting point. It is not without a deep prophetic significance that Christ asked children to come unto Him. In all the world-calamities, in all wars, strifes, religious inquisitions and persecutions, in all the hours of human misery and helplessness, He has been asking, through centuries, the children to come unto Him. I am sure, if anybody has ears for His voice to-day, amidst the thunderings of guns and passions and revenges, one would hear the same call: Let the children come unto Me!—Not kings and politicians, not journalists and generals, not the grown-up people, but children. And so to-day also, when we ask for a way out of the present world-misery, when we *in profundis* of darkness to-day ask for light, and in sorrow for to-morrow ask for advice and comfort, we must look to the children and Christ.

### WHY NOT KINGS?

Why does Christ not ask the kings to come to Him—the kings, and politicians, and journalists, and generals? Because they are too much engaged in a wrong state of things, and because they are greatly responsible themselves for such a wrong state of things, and because consequently it is difficult for them to change their ways, their hearts and their minds. It would be very hard for Napoleon and Pitt to kneel together down before Christ and to embrace each other. It would be almost impossible for Bismarck and Gambetta to walk together. Not less it would be impossible for the Pope and Monsieur Loisy or George Tyrrel to pray in the same bench. Every generation is laden with sins and prejudices. That is the reason why Christ goes only a little way with every generation, and then He becomes tired and asks for a new generation—He calls for children. Christ is always new and fresh as children are. Every generation is spoiled and corrupted by long living and struggling.

But for a new generation the world is quite a new wonder. God is shown only to those for whom the world is a new thing, a wonder. No one, who does not admire this world as a wonder, can find God. For the old Hæckel no God exists, just because for him no wonder exists. He pretends to know everything. Christ means for him nothing and he means for Christ nothing. Every foolish child, believing in God and in this wonderful world, has more wisdom than the *materialistic* professor from Germany. Christ is getting tired of an old generation. Sadly He calls for a new one—for children. In our distress to-day, I think, we should multiply His voice, calling for Him, for a new generation and for a new education.

### THE EDUCATION WHICH MAKES FOR WAR.

It is called by a very attractive name, the *individualistic* education. The true name of it is selfishness, or egotism. No religion of Asia ever boasted of having been the birth-place of such an education. It is born in the heart of Europe, in Germany. It was brought up by Schopenhauer and Goethe. It was subsequently supported by the German biologists, by the musicians, sculptors, philosophers, poets, soldiers, socialists and priests, by the wisest and by the madmen beyond the Rhine. Unfortunately France, Russia and even Great Britain have not been quite exempt from this pernicious theory of individualistic education.

The sophistic theories of Athens of old have been renewed in Central Europe—the individuum is the ultimate aim of education. A human individuum is of limitless worth, said the German interpreters of the New Testament. Materialistic science, contradicting itself, agreed on that point with modern theology. Art, in all its branches, presented itself as the sole expression of one individuum, *i.e.*, of the artist. The modern socialism, contradicting its own name, supported individualism very strongly in every department of human activity. Consequently modern Pedagogy, based upon the general tendencies, put up the same individualistic ideal as the aim to be achieved





by the schools, church, state, and by many other social institutions.

#### THE RESULTS OF THE OLD IDEAL.

War is the result of the old ideal of education. I call it old because it is over for ever, I hope, with this war. The old European ideal of education was so called individualistic. This ideal was supported equally by the churches and by science and art. Extreme individualism, developed in Germany more than in any other country, resulted in pride, pride resulted in materialism, materialism in pessimism. Put upon a dangerous and false base every evil result followed quite naturally. If my poor personality is of limitless value, without any effort and merit of my own, why should not I be proud? If the aim of the world's history is to produce some few genial personalities, as Carlyle taught, why should not I think that I am such a personality for my own generation, and why should I not be proud of that? Once filled with pride I will soon be filled also with contempt for other men. Selfishness and denial of God will follow my pride; this is called by a scientific word materialism. Being a materialist, as long as I possess a certain amount of intellectual and physical strength, I will be proud of myself. But as soon as my body or spirit are affected by any illness (it may be only a headache or toothache), I will plunge into a dark pessimism, always the shadow and the end of materialism. Modern Germany was, as you know, the hearth of individualism, and consequently also of pride, materialism, atheism and pessimism. The worship of strong personalities (to-day: Kaiser William and Hindenburg) holds the whole of Germany in unity during this war, which is not the case either in France or in Great Britain or Russia, where the common cause inspires the unity.

#### THE EDUCATION WHICH MAKES FOR PEACE.

When will wars really stop in the world's history? As soon as a new ideal of education is realised. What is this new ideal of education which makes for peace? I will give it in one word: *Panhumanism*. This word includes all I wish to say.

Individualism means a brick, Panhumanism means a building. Even the greatest individuality (may it be Cæsar, or Raphael, or Luther) is no more than a brick in the panhuman building of history. The lives of individuals are only the points, whereas the life of mankind is a form, a deep, high and large form.

If a great and original individuality were the aim of history, I think history should stop with the first man upon earth, for our first ancestor must have been the most striking individual who ever existed. Men coming after Adam have been like their parents and each other. Kaiser William is not such an interesting and striking a creature by far as the first man was. When Kaiser William opens his mouth to speak, he speaks words that are known. When he moves or sits, when he eats or prays—all that is a *nuance* only of what other people do, all is either from heritage or imitation, and quite an insignificant amount is individual.

Whereas every sound that the first man uttered was quite new for the Universe; every movement striking and dramatic; every look of his eyes was discovering new worlds; every joy or sorrow violently felt; every struggle a great accumulation of experiences. And so forth. Well, if one striking individuum is the aim of history, history should close with the death of Adam. But history still continues. Why? Just because not Adam was its aim, but mankind; not one, or two, or ten heroes, but millions of human creatures; not some few great men, but all men, all together, all without exception.

From this point of view we get the true ideal of education. The purpose of education is not to make grand personalities, but to make bricks for the building, *i.e.*, to make suitable members of a collective body and suitable workers of a collective work.

#### COLLECTIVE WORKS

are greater than personal works. A pupil from the old, individualistic school would object:

—And what do you think of the work of Ibsen?

*I:* I think it is incomparably smaller than the ancient Scandinavian legends.

*He:* Do you not grant that Alfred the Great was the real creator of the English Kingdom?

*I:* Never. Millions and millions of human creatures are built into this building that we call England, or English history, or English civilisation.

*He:* And what about the man who built St. Paul's Cathedral?

*I:* It is a collective work, as are all the great works that have been done. The architecture of St. Paul's is one of the ancient styles, and no style in architecture was ever invented or created by one person, but by generations and generations.

*He:* And what about Victor Hugo and Milton? Are they not great poets?

*I:* Yes, they are if compared with certain minor poets, but they are not great if compared with the popular poetry of India or Greece. Mahabarata, the Koran, and Zend-Avesta, and the Bible, are products of collective efforts—therefore they are superior to every personal effort.

*He:* Do you not appreciate the great economists and what they did for the household, and common-wealth in general?

*I:* Certainly I do; but their work is too much over-estimated. Not a handful of economic writers, like Adam Smith and Marx, but the common genius of generations and generations arranged the house, set the furniture, created the cooking, constructed towns, invented plays and enjoyments, customs, language, and so forth.

*He:* You agree, I think, that Shaljapin and Caruso have wonderful voices, don't you?

*I:* Yes, I agree. But don't you agree that a choir of millions of human voices would be something much more



striking and wonderful than any solo singer since the beginning of time?

*He:* Don't you believe in the wisdom of wise men like Kant and Spencer?

*I:* No, I don't. I think there is incomparably more healthy and more applicable wisdom in the popular sayings, proverbs, parables, and tales of the nations, cultivated and uncultivated, in Macedonia, Armenia, Ceylon, New Zealand, Japan, &c., than in some dozen of the greatest thinkers of Europe.

*He:* Who is then in your opinion a great man?

*I:* Only a good man is a great man to me, who is conscious that he is a cell in the panhuman organism, or a brick in the building of human history. Such a man is more a man of truth and of the future than any conqueror, who thinks that a hundred millions of people and hundreds of years have waited just for him and his guidance, his work, or his wisdom.

That is what I would say to a pupil of individualism in education. And at the end I would remind him of Christ and His call after the children, and of the new ideal of education, of panhumanism which stands over individualism, and of the collective work of people which stands over every individual work and merit.

#### EDUCATION AS AN INTERNATIONAL AFFAIR.

It is quite surprising and humiliating that other things can be discussed and settled as international affairs, before education. Yet you have hundreds of things regulated by international laws, and among these hundred things education is not yet reckoned. You have the International Institution of the Red Cross, international laws on trade, fishery, travel, copyright, political crimes, barbarities in war-time, &c. But this war shows quite clearly that education—before anything else—should be a matter of international consideration and regulation. Behold, how illusory are all international restrictions when the education of a nation is quite excluded from any control! When the Nietzschean education of Germany teaches the German youth to despise all neighbours, all nations and races as inferior ones, how could you expect the Germans to respect the laws and regulations about Belgium, and submarines—and Zeppelin-warfare, and use of the dum-dum bullets and of poisonous gases?

If there is anything to be learned from this war it is doubtless this: The education of youth in all the countries of the world must become an international affair of the very first importance.

*(To be continued.)*

#### Presentation to the Newfoundland Contingent.

A presentation of a Silk Flag and Silver Shield was lately made to the Newfoundland Contingent by H.R.H. Princess Henry of Battenberg at Chelsea Royal Hospital by kind permission of the Governor. A full account with photographs will be given in the next Magazine.

#### THE POET AND THE SOLDIER.

During last year the delightful project of presenting to each soldier disabled in the War a souvenir volume of Shakespeare was brought forward by Mrs. Holman-Hunt and warmly approved by Sir Sidney Lee, who at once undertook the Chairmanship of a Committee to carry out the plan. Shortly after the scheme was inaugurated the death of Lord Kitchener occurred, and it was then arranged that the gift should fulfil the further object of commemorating one who had brought into being the great Armies now fighting for freedom and civilisation. A book-plate was therefore inserted in each volume recording this fact, and thus the gift was rendered doubly valuable to all those who had enlisted at his call and held themselves "his men."

Valuable support was at once forthcoming for the scheme. The King accepted a copy of the book, and expressed "appreciation of the idea of the memento and the form it took." The Duke of Connaught also accepted one, and H.R.H. Princess Louise (Duchess of Argyll) gave proof of her interest by graciously undertaking to be present at the first general distribution of the books at St. Dunstan's Hostel in order to present copies to the blinded soldiers, whose great infirmity all will agree should give them pre-eminence in the nation's gratitude.

Amongst those who have contributed are Sir James Barrie, who wrote thus to Sir Sidney Lee: "A very good scheme, and I enclose cheque for £5. 5s. with much pleasure." Sir Henry Newbolt, Sir Johnstone Forbes-Robertson, the Dean of Norwich, the Master of Magdalene College, Cambridge, Mr. Justice Younger, Sir A. Pinero, have all sent good wishes and help. The Warden of New College wrote: "I shall like to think than an officer or man has received by my help so good a present to commemorate the help he has given to the country and the suffering he has undergone in its cause." The Right Hon. Mr. Justice Madden, sending a subscription, says that he knows no more suitable gift to a soldier who had suffered for his devotion to his country in her hour of need than a volume containing the works of Shakespeare, and that it was a happy thought to associate the gift with the memory of Lord Kitchener.

Amongst other contributors are Mrs. Holman-Hunt, Sir Sidney Lee, the Countess of Bessborough, Sir William Lever, Miss Chamberlain, Lady Nicholson, Lady Busk, Mr. Henry Arthur Jones, Sir St. Clair Thomson, Miss C. M. Mason, &c., &c.

It has been specially gratifying to the Committee to find that the gift is welcomed and appreciated by Commanding Officers of all the Regiments already approached. The Colonels of the Grenadier, Scotch, Irish and Welsh Guards have sent lists of the men of their regiments entitled to the gift, whilst all the recipients have expressed their pleasure and thanks in no measured terms.

Some extracts from these letters will be of interest, and it is hoped may induce many others to support a scheme which brings comfort and satisfaction to those who have so greatly suffered. Incidentally, too, they give evidence



of the love of the soldier, and generally the citizen soldier, for England's great poet.

A Lance Corporal of the King's Liverpool Regiment writes:—

"I feel unable to adequately express my appreciation of the League's splendid gift. I can assure you I shall cherish and preserve it, not only to respect the League's desire that I should do so, but also because the unique circumstances which occasion the gift, combined with my love of Shakespeare's works, make the book doubly precious to me."

The following extract is from an N.C.O. of the 2nd Sherwood Foresters:—

"Please accept my thanks for the beautiful Souvenir Shakespeare to hand this morning. It is a valuable asset to a man who appreciates good literature, and I shall treasure it as a memorial to one under whom it was my duty and pleasure to serve."

A signaller of the West Yorks Regiment says:—

"I am proud to be able to possess such a book for the sake of my gallant leader. I will give my word to read it."

A late private in the Royal Fusiliers writes:—

"I desire to express gratitude for so useful and interesting a volume, also for the inspiring message accompanying same by Sir Sidney Lee's words of encouragement and help—a fitting compliment to the writings of the world's greatest poet."

From a late private, Army Pay Corps:—

"I sincerely thank the League of the Empire for the very nice edition of Shakespeare's works. I beg that you will accept my assurance that I shall always treasure the work and the gift."

An extract from a late private, Queen Victoria's Rifles:—

"I have a little son, a keen member of the Boy Scouts, and I promise you that the wish expressed in the letter which accompanies the book—viz., that it shall be preserved as an heirloom in my family—will be carried out so far as lies in my power. The book will be one of my greatest treasures."

Applications for the gift continue to come in from all parts of the United Kingdom, some of the letters telling, not only of suffering, but also of privation. It may interest subscribers, and indeed others, to learn how, through the medium of this gift, two discharged soldiers in infinitely sad circumstances were relieved.

The Hon. Secretary received one day a letter from a discharged soldier in the infirmary of a London workhouse, and, fearing that the man was seriously ill, she went at once to see him, carrying with her the gift of the Shakespeare. Here lying in bed side by side were two men, one an old sergeant of the Royal Field Artillery, a man of high character, who had been through the South African and many other campaigns, and a young lad of 20, who had enlisted at the outbreak of war and been through the Mons retreat and subsequent severe fighting.

A second Shakespeare was provided for the younger man, and the Committee at once set to work to make inquiries as to the circumstances which had brought the two men to this sad plight.

The older man it was ascertained had joined up again for Home Service during the present War, not being strong enough for anything further, and, breaking down in health after 16 months, had been discharged without a pension. Being too ill to work (his wife also being seriously ill), both he and she and their two children were obliged to go to the workhouse. The wife died whilst there, and the special grief which this man now had was that the children, whom he had hoped to have well educated, would be left without help when he should die of the fatal disease from which he

suffered. This case was reported by Mrs. Holman-Hunt to Sir Frederick Milner, and we are delighted to record that a pension of £1 weekly, dating back to the time of his discharge, has been obtained for him.

Mrs. Holman-Hunt has also arranged that the children should be placed in the Kitchener Home of the Waifs and Strays, and the short note here given will show the man's gratitude for her help. To Mrs. Holman Hunt: "I received your letter and the photograph of Sir Frederick Milner yesterday. Such an unexpected event as a pension being granted me has kind of taken me in ambush of kindness, and I am rather at a loss to express myself as I would. The Rev. H. B. Hunt has been to see me about my little girls. I have felt deeply grateful for your active interest in me, and now you send me the news of a pension. What can I say but that my gratitude is intensified beyond my present power of expression."

The younger man was suffering from the early stages of consumption, and Sir Sidney Lee most kindly undertook his case. Applying to the Pensions Board, he obtained an additional 5s. a week pension, and he also got the lad removed to the Mount Vernon Hospital, Northwood. Here there is every hope that he will eventually recover, although he is to some extent maimed from the wounds he received in Flanders. But for the Shakespeares, possibly neither of these men would have had their affairs so happily righted.

A Committee has now been formed, with Mrs. Holman-Hunt as Chairman, to visit the different workhouses in order to help any other soldiers who may possibly be found in similar case.

Subscriptions to the Shakespeare Souvenir Fund may be sent to Sir Sidney Lee, Chairman, or to Mrs. Holman-Hunt, Hon. Treasurer of the Kitchener Souvenir (Shakespeare) Fund, League of the Empire, 28, Buckingham Gate, S.W.

### The Annual Sale.

The Annual Sale was held at the Headquarters of the League of the Empire on December 14th, and was opened by Lady Llangattock, who gave an interesting account of the League's work, and asked for larger support to carry on its many new activities. The day was foggy, preventing many from taking a part in the Sale, and the Chinkra-renchée lillies and bulbs from South Africa, always a prominent feature of the Sale, did not arrive in time owing to delays of shipping; yet, in spite of these disappointments, the sum of £80 was cleared.

The sincere thanks of the Executive are offered to Mrs. Ernest Baggallay and members of the Social Committee for this substantial help to the funds of the League. Amongst the stall holders and those who so generously contributed gifts were Mrs. Ernest Baggallay, Lady Lyall, Lady Nathan, Mrs. Raymond, Mrs. Percy Thomas, Mrs. Archibald Little, Mrs. Sandford Storey, Mrs. Harold Lucas, Miss Harrison, Mrs. H. S. Strathy, Mrs. Herbert Alington, Mrs. Spencer Maul, Mrs. Godman, Miss Ruxton, the Misses Hansley Smith, Mrs. Herbert Baggallay, Mrs. Alex. Birch, Mrs. Harold Henriques, Miss Simkin, Mrs. Whidborne, Lady Hutchins, Lady Burrows, Mrs. Otter, Mrs. Chater Fawsitt, Mrs. Devitt, Mrs. Drummond, Harrods Stores, Miss Tipple, Mrs. Butler Clough, Miss Thorne, Mrs. Graham, Miss Mary Croft, Miss Lloyd (Transvaal), Miss Vavasour, Mrs. Campbell Marshall, Mrs. Caroe and Mrs. Ord Marshall.



# The Federal Magazine

and

## "The 'All-Red' Mail"

Junior Members' Section

Registered for Canadian Magazine Post.]

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### EDITORIAL.

#### Presentation of Colours and Shield to Representatives of the Indian Army.

The following account of the presentation of a silk Union Jack and Silver Shield to representatives of the Indian Army appeared in the "Court Circular" on November 24, 1916:—

Marlborough House, Thursday.

Queen Alexandra, accompanied by the Princess Victoria, visited the India Office this afternoon, when her Majesty presented, on behalf of the League of the Empire, a flag and shield from the Women and Children of the British Isles to representatives of the Indian Army, as a tribute to that Army for their services in the war.

Her Majesty was received on arrival by the Secretary of State for India and Mrs. Chamberlain, and the Right Hon. Sir Frederick Pollock, President of the League of the Empire.

The Under Secretaries of State for India and the members of the Council were presented to her Majesty by the Secretary of State.

The following officials of the League of the Empire were presented to her Majesty by the President of the League:—

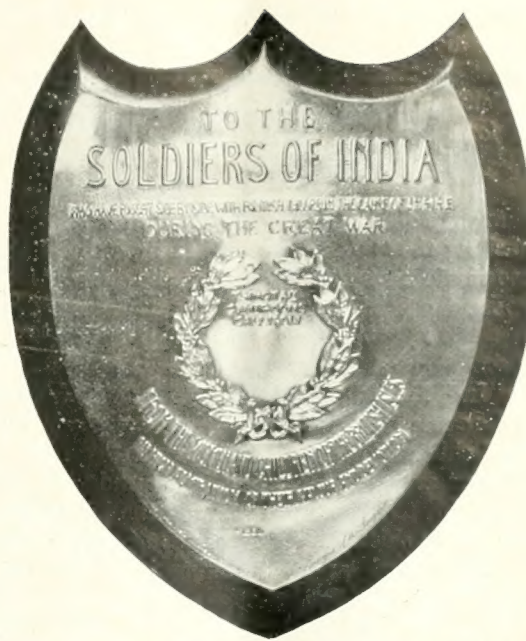
The Earl of Meath, Vice-President, Mrs. Ord Marshall, Honorary Secretary, Miss Chamberlain, and Mrs. Alington.

Lieutenant-General his Highness Maharaja Sir Pratap Singh and the representatives from the 1st and 2nd Indian Cavalry Divisions were presented to her Majesty.

Miss Chamberlain then addressed Queen Alexandra, and asked her Majesty graciously to present the flag and shield to the representatives of the Indian Army.

Mrs. Ord Marshall submitted the flag and Mrs. Alington the shield to Queen Alexandra, and her Majesty then handed the emblems to Lieutenant-General his Highness Maharaja Sir Pratap Singh and to Captain M. M. Carpendale, 36th Jacob's Horse, senior British officer in charge, who, in their turn, made them over to the Secretary of State for safe custody until the conclusion of the war.

The Secretary of State expressed his willingness to receive these tributes, and to keep them till they are sent to their final destination in India.



THE SILVER SHIELD PRESENTED TO THE SOLDIERS OF INDIA.

The Earl of Meath returned thanks to her Majesty for honouring the Indian Army and the League of the Empire.

Her Majesty was attended by the Countess of Gosford and the Hon. Charlotte Knollys, Ladies in Waiting; the Hon. Violet Vivian, Maid of Honour; General the Right Hon. Sir Dighton Probyn, Comptroller; and Colonel Sir Arthur Davidson and Colonel Sir Henry Streatfeild, Equerries.

At the interesting and picturesque ceremony, in the Marble Hall of the India Office, Queen Alexandra was the central figure of a brilliant assembly expressly gathered together to show honour to the gallant Indian Army. It was a striking gathering, full of Oriental significance.

On the dais with her Majesty were the Secretary of State for India and Mrs. Chamberlain, the Indian Princes, members of the Indian Council, and the ladies and gentlemen in attendance on the Queen, with representatives of the League of the Empire.

In front of her Majesty were drawn up in line the officers from the 1st and 2nd Indian Cavalry Divisions, whilst the floor and balconies of the Marble Hall were full to overflowing with invited guests. As each Indian officer was presented to her Majesty he formally offered to surrender his sword, in accordance with the Indian act of homage. Queen Alexandra, in return, touched the hilt of each, symbolising the receiving and giving back of the sword to the owner.

Queen Alexandra, in making the presentation, said: "It gives me the greatest pleasure to present to you, on behalf of the women and children of the British Empire, this flag and shield as a tribute to the brave Indian Army for its gallant services during this great war."



"Let me assure you of my constant and great admiration for the splendid Indian Army, which has done such wonderfully gallant deeds all through this trying time, and also of my heartfelt appreciation of its never failing loyalty and devotion, formerly to my beloved husband and now towards our son."

The gifts were offered to her Majesty by Miss Chamberlain, who, in asking the Queen to receive them, said she was sure that these would have tenfold value in the eyes of the Indian Forces as having been presented by Queen Alexandra.

The inscription on the shield was as follows: "To the soldiers of India who have fought side by side with British troops in the cause of Empire during the great War. From the women and children of the British Isles, in high admiration of their valour and devotion. Presented under the auspices of the League of the Empire." Within the laurel wreath in the centre of the shield were the names of places where the Indian soldiers had already distinguished themselves—"Tsingtau, Cameroons, Gallipoli."

The emblems were presented by the Queen to Lieut.-Gen. his Highness Maharaja Sir Pratap Singh and to the senior British officer in charge, Captain M. M. Carpendale, who handed them in turn to the Secretary of State for India for safe keeping till the end of the War.

The Right Hon. Austen Chamberlain, on behalf of the Secretary of State and Council for India, received the gifts and said they would be treasured here and would one day find a home in India, where they would bear permanent testimony to British appreciation of the great deeds of his Majesty's Indian Army and of the esteem in which the Indian forces were held in the capital of the Empire. He thanked Queen Alexandra for the graciousness which she had displayed towards India and the Indian Army.

Lord Meath, on behalf of the League of the Empire, also thanked her Majesty for graciously presenting the gifts.

The British and Indian officers included:—

FROM 1ST INDIAN CAVALRY DIVISION.

Captain M. M. Carpendale, 36th Jacob's Horse.  
Lieutenant Raj-Kumar Sirdar Singh, Aide-de-Camp to his Highness the Raja of Ratlam.  
Ressaidar Jai Singh, 6th King Edward's Own Cavalry.  
Jemadar Bhan Singh, 19th Lancers (Fane's Horse).  
Ressaidar Madat Khan, 36th Jacob's Horse.  
Ressaidar Newal Singh, 29th Lancers (Deccan Horse).  
Risaldar Mukand Singh, 2nd Lancers (Gardner's Horse).  
Ressaidar Lihaz Gul Khan, 38th King George's Own Central Indian Horse.  
Jemadar Dhokal Singh, Jodhpur Imperial Service Lancers.

FROM 2ND INDIAN CAVALRY DIVISION.

Lieutenant G. B. Reeves, 9th Hodson's Horse.  
Captain Khan Muhammad Akbar Khan, of Hoti, Native Indian Land Forces.  
Captain Malik Mumtaz Muhammad Khan, Native Indian Land Forces.

Captain Shah Mirza Beg, Hyderabad Imperial Service Lancers.

Ressaidar Prem Singh, 9th Hodson's Horse.

Jemadar Malik Alam Sher Khan, 18th King George's Own Lancers.

Risaldar Major Prem Singh, Bahadur, 20th Deccan Horse.

Ressaidar Abdul Gafur Khan, 34th Poona Horse.

Risaldar Major Muhi-ud-Din Khan, Sa'dar Bahadur, 31st Duke of Connaught's Own Lancers.

Some fine illustrations of the ceremony will be found in the current number of the ALL-RED MAIL.

### Hon. President and Vice Presidents.

H.R.H. Field-Marshal the Duke of Connaught has graciously accepted the office of Hon. President of the League of the Empire. The Right Hon. Austen Chamberlain, P.C., M.P., has become a Vice-President of the League, as has also the High Commissioner for the Dominion of Canada, and the Lady Llangattock. Lady Doreen Long has joined the Flag and Gift Committee of the League.

### Souvenirs for Disabled Soldiers.

A Special Committee of the League has been formed for the purpose of presenting to each soldier totally disabled in the war a Souvenir volume of Shakespeare's works. The book is to be given in memory of Field-Marshal Earl Kitchener, whose name appears on the book-plate, together with that of the recipient. A copy has been accepted by his Majesty the King, who has expressed his approval of the scheme in the following letter:—

Buckingham Palace,

27th October, 1916.

DEAR SIR PHILIP HUTCHINS,

The King desires me to thank you and the members of the Council of the League of the Empire for so kindly sending his Majesty a copy of the edition of Shakespeare's works which will be given to each soldier disabled in the present war in memory of Lord Kitchener.

At the same time I am to express the King's appreciation both of the idea of the memento and the form which it is to take.

Yours very truly,

(Signed) STAMFORDHAM.

Sir Philip Hutchins, K.C.S.I.,

Chairman of the Council, League of the Empire.

An account of the scheme and a letter from the Chairman (Sir Sidney Lee) asking for general support of its most interesting object are given in this issue. The members of Committee are Sir Sidney Lee, D.Litt., LL.D. (Chairman), Sir Philip Hutchins, K.C.S.I., Sir Johnston Forbes-Robertson, Sir James and Lady Frazer, Mrs. Holman-Hunt (Hon. Treasurer), Mrs. Ord Marshall (Hon. Secretary), Honorary Adviser to the Committee, Sir Frederick Treves, Bart., G.C.V.O., &c.



### How All May Help the League's Schemes.

Detailed accounts of two delightful schemes of League War work have been given in this number of the MAGAZINE, viz., the presentation of Flags to the Overseas Contingents and the scheme for giving each disabled soldier a specially bound volume of Shakespeare in memory of Lord Kitchener. As regards the former scheme, contributions are now wanted in order that the Crown Colonies and Protectorates who have individually or collectively raised regiments should equally receive a mark of appreciation and affection from the women and children of the British Isles in the shape of a silk Union Jack and shield. Amongst these regiments are the West Indian Regiment, the King's African Rifles, the West African Frontier Force, the Somaliland Camel Corps, the Bermudas Volunteers, the Falkland Island Volunteer Corps, the St. Helena Volunteers. Contributions from one penny upwards are now invited in order to provide gifts for the regiments of the Crown Colonies, who have so bravely fought side by side with their brothers in this great war.

The latter scheme must, we think, equally appeal to all members of the League and their friends. It is a privilege to offer a welcome souvenir to each disabled soldier. Will each member give or collect the sum of 2s. 6d., which is the cost of providing each man's gift? And will each form in schools connected with the League make themselves responsible for one soldier's gift, thus connecting the name of their school with the scheme? Those contributing may if they wish choose the regiment or disabled soldier to whom the souvenir should be given.

### The British Society in the Argentine Republic.

Two cheques for ten thousand pounds each were lately received by the League for handing over to the Treasurer of the British Red Cross Society as the contribution of the British Society in the Argentine Republic to "Our Day" Fund. The British Society is the allied Society of the League of the Empire in the Argentine, and it will be remembered that some time since this Society made through the League a gift of two aeroplanes to the War Office.

We congratulate the British Society on its patriotic work, and especially on the very large contribution of £20,000 which it has now made for the benefit of the sick and wounded. In addition to this gift, cases of comforts for the soldiers have been forwarded to Queen Alexandra's Field Force Fund, and newspapers and magazines have been sent to the South Atlantic Squadron.

A fourth edition of "Recent Progress in the Study of Variation, Heredity and Evolution," by Robert Heath Lock, M.A., Sc.D. (John Murray), 6s. net, will shortly appear. The new volume has been revised by Dr. Leonard Doncaster, and will contain a biographical note by his widow, Mrs. R. H. Lock (Bella Sidney Woolf).

### THE SOLDIERS OF ANCIENT EGYPT.\*

By Lady TIRARD.

(Continued.)

Corresponding with the colours of our troops each ancient Egyptian regiment probably had a standard, a pole with the figure of an animal, an ostrich feather, a fan or some other device at the top, round which the men gathered. Their standards were revered as religious symbols, and may have been the survivals of the tribal fetishes, which, adopted by each province or nome, afterwards became the regimental badge belonging to the militia of that nome. The standard bearer is often mentioned in the inscriptions, and was probably an officer chosen out of the ranks as the spokesman for his company; we read in one place that the "standard bearer, the representative, the scribe of the army, the commander of the peasantry, they go in and out of the courts of the King's house."

In the same way as we have our Lancers or Rifles, the Egyptians also classified their regiments according to the arms they carried, they had their Archers, their Lancers and their Spearmen; some of the Lancers had a dagger stuck in the belt and carried, in addition to their long lance, a short curved sword. Large shields were probably supplied to the whole body of Infantry. A light wand, similar to the cane carried by our officers, is seen in one representation in the hand of each fifth man, and may serve to indicate a subordinate officer in command of four. The Guards, to whom the safety of the King's person was committed, were divided into two bodies of men, all equipped with lances to which battle-axes were added in the case of one corps and shields in the other, while the officers carried either clubs or wands.

The soldiers probably sang *en route*, in the same way as our men nowadays. Many love songs and war songs have come down to us, but who can tell which they sang on the march? Two thousand years hence men may indeed wonder why the English soldiers sang "Tipperary" in the Great European War of the 20th century: it is only when the music as well as the words are extant that we can realise why soldiers adopt one song more than another; in all ages they care more for the good marching quality of the music than for the words.

It will have been seen from what has been said that the army of ancient Egypt was composed of the most heterogeneous elements. Such an army could only be kept together by the firm hand of a strong ruler who could weld together this motley crew of mercenaries and native levies. Unfortunately Ramses III. was succeeded by weak kings, and gradually not only the Egyptian Empire, but also the Egyptian army, fell to pieces. The garrisons that were placed in the conquered towns became another source of weakness, for these garrison troops consisted, as a rule, not of native Egyptians but of Nubian or Asiatic auxiliaries, many of whom were the old enemies of Egypt. In the later days of the Ramesside kings the priesthood of Amen at Thebes rose to great power, and decorations, such as formerly were bestowed for valour in the field, were now showered on

\* By permission, from the "Journal of Egyptian Archaeology."



the members of the priesthood, who at last succeeded in making themselves rulers of the country.

A time of great political turmoil followed, for while the Egyptian army was chiefly composed of Libyan mercenaries, the population of the Delta became more and more Libyan, as great numbers of that nation immigrated and settled there, and two centuries only after the death of Ramses III., a Libyan chief was crowned king of Egypt. For a time the Libyan kings maintained an army strong enough to invade Palestine, where they scored some successes; but the short-lived glory of the Egyptian Empire was over, the ancient splendour of the great army was a legend of the past, and Egypt after fitful flickers of independence became the prey of the armies of Ethiopia, Assyria and Persia.

Thus throughout their history it is clearly seen that the soldiers of Egypt, whether ancient or modern, only fight well under leaders whom they trust. They have learnt now to trust their British rulers, and they know that success in this great war means the continued good government of the British Protectorate of Egypt.

## Reviews.

**The Purpose of Education.** By St. George Lane Fox Pitt. (C.U. Press.) 2s. 6d. net.

When I was a student, thirty years ago, I spent a certain amount of time in the study of psychology, with a view to teaching. I soon came to the conclusion, right or wrong, that for actual practical work in a classroom psychology had little that was useful to offer. Since then the science, if it be a science, of psychology has made forward strides, and in this book the author attempts to apply certain findings of experimental psychology to the elucidation of educational problems. The result seems to me to be pretty much as it was—a tremendous lot of words to enunciate the most obvious truths, or an equally tremendous lot of words in which truths, not so obvious, are buried from the ken of all except the elect.

**Infantry Scouting.** By Lieut. L. C. R. D. J. Cameron. (Murray.) 1s.

A little book that will go easily in the pocket, full of sound advice as to the training and work of the Infantry Scout. Though meant primarily for Scouts with the army, it supplies lots of hints that should be useful to the man working with Boy Scouts at home. Further, when one sees how easy it would be to make the life of the ordinary private a little less monotonous, one wonders why some instruction in scouting could not replace the interminable and soul-destroying manoeuvres of the barrack square. A young sub said to the writer not long ago: "You have to drill and march the men all day; there's nothing else to do." To all such we commend Lieut. Cameron's illuminating little handbook.

**A Syllabus in War Geography.** By A. A. Cock. (George Philip.) 6d. net.

This is a special and suggestive syllabus of work for use during the war; but it contains a great many ideas that will be useful to teachers even when the war is over. Its combination of history and geography is on exactly the right lines.

**Dent's School Pamphlets.** Junior series, 3½d.; Intermediate series, 4½d.; Senior series, 5½d. (Dent.)

We don't like those odd halfpennies, but we express an approval of the pamphlets. They deal with subjects, historical and geographical, in a way suited to young children. The titles include "Brother Britons," "The Staff of Life," "Race and Religion," "Britain and the World Conquerors."

**Flower Culture Month by Month.** By Mary Hampden. (Jenkins.) 5s. net.

Provides a guide for the flower grower month by month, out of doors and in the greenhouse; a most sensible arrangement, for you can start just when you buy the book. The information is sound,

the style pleasant and the illustrations attractive. The format of the book renders it suitable for presentation to the flower lover.

**Lafayette.** By Martha Foote Crow. (Macmillan.) 2s. net.

One of a series of true stories of great Americans written for American children, but nevertheless suitable for their English kinsfolk. It is good for our children to know how other countries regard events in English history, and in this book, besides an excellent account of Lafayette, they will get a little insight into the American point of view about the fight for freedom on the other side of the water.

**The Workers and Education.** By F. J. Gillman. (Allen & Unwin.) 1s. net.

Since the beginning of the war we have read nothing so hopeful and inspiring as the record of these experiments in new ways of education amongst the working classes. If an educated democracy is a paramount necessity to the future stability and happiness of society, then all who are interested in the future should buy this book; but we are not hopeful. If there is one thing the average Briton cares little about, knows less and expects least it is education, especially when it is the education of the worker that is at question. Somebody ought to give this book away by the thousand; it would open such a lot of eyes.

**Jack's Self-Educator: A Guide to a Liberal Education.** 3s. 6d. net.

Here are a number of carefully prepared courses of reading on some twenty or more subjects. The writers are well known and speak with authority on their several topics. Further, they recommend text-books for more detailed study, and give sound advice thereon. The marvel is how so much in mere size can be given for so little; and, secondly, that it should be so reliable and attractive.

**Earliest Man.** By F. W. H. Migeod. (Kegan, Paul & Co.) 3s. 6d. net.

This is an interesting but very speculative account of the evolution of man. The book is readable, and the author's arguments as to how man rose from the ape stage are most readable and interesting.

**How to Run a Troop.** By Ernest Young, B.Sc. (C. Arthur Pearson.) Paper, 1s.; cloth boards, 2s.

This little book is a series of suggestions for the help of those unfamiliar with the training of boys. It shows how scout work can be arranged in such a way as to be varied, methodical and progressive. Boys like to feel they are "getting on," at the same time they are soon wearied by too much of the same thing. The course of work outlined here has been successfully followed by troops of boys varying in age from eleven to thirteen, and occupies about a year to carry out. It covers the Tenderfoot, Second Class and part of the First Class work, and gives hints as to how to teach and test the different subjects, and how to use the knowledge gained in the clubroom, in games and practices in the open. It should prove invaluable to overseas scouts who may wish to know how the movement is sometimes worked in the motherland.

**Artillery Map Reading and Elementary Gunnery Made Easy.** By "Gunlayer" and "Contour." (Gale & Polden.) 3s. 6d. net.

The title of the book accurately defines the contents and style—elementary and easy. For those young soldiers who are not gifted mathematically and want some of the strong meat of this profession in a very digestible form this book should be a great boon. A boy of fourteen could understand it, and all the main points of the subject are adequately treated from an elementary point of view.

**The Economy of Food.** By J. A. Murray. (Constable.) 2s. net.

This is not a book on how to save in war time and live on the thoughts of food plus an expenditure of a penny per month. Neither is it a book for the general reader, except as a handy and reliable reference book on food values and the like. It is intended for students of domestic economy, cooks, caterers, housekeepers and managers of institutions. It deals with the requirements of the body, with the origin, properties and composition of the common kinds of food, and makes an attempt to combine these two branches of study in a form suitable for practical everyday use.

**Home Nursing in a Few Words.** By J. M. Carvell, M.R.C.S., L.S.A. (Lond.) Price 2d.

A most handy little booklet, including useful reference tables and excellently arranged. Just the little pocket companion wanted for reference by all engaged in Red Cross work.